



Social Emotional Learning

Teaching Social Emotional Learning to Students

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What is Social Emotional Learning (SEL)

“The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decision making”.

- Collaborative for Academic, Social, and Emotional Learning (CASEL)



SEL Competencies

SEL Core Competencies

- Self-Management
- Regulating one's emotions
 - Managing stress
 - Self-control
 - Self-motivation
 - Stress management
 - Setting and achieving goals

- Social Awareness
- Perspectivetaking
 - Empathy
 - Respecting diversity
 - Understanding social and ethical norms of behavior
 - Recognizing family, school, and community supports

- Relationship Skills
- Building relationships with diverse individuals and groups
 - Communicating clearly
 - Working cooperatively
 - Resolving conflicts
 - Seeking help



- Self-Awareness
- Labeling one's feelings
 - Relating feelings and thoughts to behavior
 - Accurate self-assessment of strengths and challenges
 - Self-efficacy
 - Optimism

- Responsible Decision-Making
- Considering the well-being of self and others
 - Recognizing one's responsibility to behave ethically
 - Basing decisions on safety, social and ethical considerations
 - Evaluating realistic consequences of various actions
 - Making constructive, safe choices for self, relationships and school

Sources: CASEL, Acknowledge Alliance

Problem?

Children are lacking social emotional competencies!

148, 189 6th-12th surveyed:

- 29%-45% report having social emotional competencies (ex. empathy, decision making)
- 29% feel their school provides an environment that is supportive and caring
- By high school, 40%-60% are chronically disengaged
- 30% engage in risky behaviors.

Less
connected to
school/ life

Affects behavior

- Academically
- Emotionally
- Health

Effects

Relationships

- Self
- Others

“Schools have an important role to play in raising healthy children by fostering not only their cognitive development, but also their social emotional development”

- Durlak et. al., 2011, p. 2



Why teach SEL?

Greater social and emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive family and work relationships, better mental health, reduced criminal behavior, and engaged citizenship .

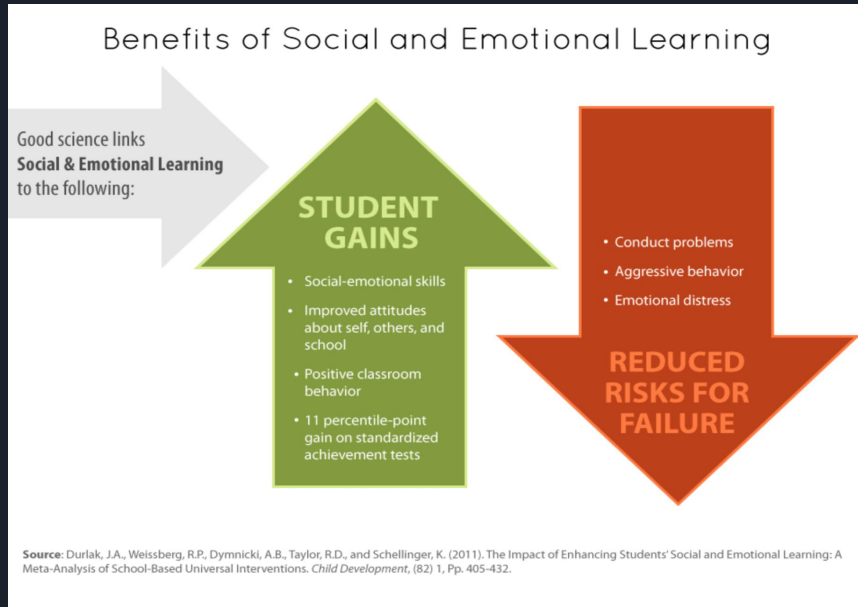
-Hawkins, Kosterman, Catalano, Hill, & Abbott, 2008; Jones, Greenberg, & Crowley, 2015

FACT OF THE DAY

Social and emotional learning can improve positive attitudes towards self and others and increase students' academic performance by 11 percentile points. (Durak et al., 2011)

Students are more successful in school and daily life when they:

- Know and can manage themselves
- Understand the perspectives of others and relate effectively with them
- Make sound choices about personal and social decisions



Benefits

Students will experience:

- More positive attitudes toward oneself, others, and tasks including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose
- More positive social behaviors and relationships with peers and adults
- Reduced conduct problems and risk-taking behavior
- Decreased emotional distress
- Improved test scores, grades, and attendance

"Building emotional awareness, self-control and relationship skills are master skills,...(When we nurture them, children do better in all areas of their daily lives, including school.)"

- Mark Greenberg

Resources

Focus: Secondary Education

Program Name	Grade Range Covered	Grades Evaluated	Approaches to Promote SEL				Number of SEL Lessons	Settings			
			Teaching Practices	In Academic Curriculum	Organizational	Free Standing SEL Lessons		Classroom	School	Family	Community
EL Education	6th - 12th	6th - 8th	✓	✓ Language Arts	✓		N/A	●	●	●	●
Facing History and Ourselves	6th - 12th	7th - 10th	✓	✓ Social Studies			N/A	●	●	●	●
Lions Quest, Skills for Adolescence	6th - 8th	6th, 7th				✓	108	●	●	●	●
Responding in Peaceful and Positive Ways	6th - 8th	6th, 7th				✓	48	●	●	●	●
Second Step: Student Success Through Prevention for Middle School	6th - 8th	6th				✓	40	●	●	●	●
Student Success Skills	6th - 12th	7th, 9th, 10th	✓			✓	8	●	●	●	●
Wyman's Teen Outreach Program (TOP)	7th - 12th	7th, 9th - 12th				✓	120	●	●	●	●

[Casel.org](https://casel.org)

Collaborative for Academic, Social, Emotional Learning

[PBIS.org](https://pbis.org)

Positive Behavior Intervention Supports

[Studentsuccessskills.com](https://studentsuccessskills.com)

Student Success Skills (SSS)

Elementary Programs

<http://www.casel.org/guide/ratings/elementary/>

In 2016, CASEL announced a two-year Collaborating States Initiative (CSI), funded by Robert Wood Johnson Foundation.

Allows CASEL to partner with states to develop statewide implementation of social emotional learning.

- California
- Georgia
- Massachusetts
- Minnesota
- Nevada
- Pennsylvania
- Tennessee
- Washington

STANDARD 3	SELF-EFFICACY – Individual has the ability to motivate oneself, persevere, and see oneself as capable.
BENCHMARK 3A	Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.
3B	Demonstrates problem-solving skills to engage responsibly in a variety of situations.
3C	Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.

Addressing Social Emotional Learning in Washington's K-12 Public Schools					
Washington's K-12 Social Emotional Learning Standards and Benchmarks					
SELF			SOCIAL		
STANDARD 1	SELF-AWARENESS – Individual has the ability to identify and name one's emotions and their influence on behavior.		STANDARD 4	SOCIAL AWARENESS – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.	
BENCHMARK 1A	Demonstrates awareness and understanding of one's emotions.		BENCHMARK 4A	Demonstrates awareness of other people's emotions, perspectives, cultures, language, history, identity, and ability.	
1B	Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets, and aspirations.		4B	Demonstrates an awareness and respect for one's similarities and differences with others.	
1C	Demonstrates awareness and understanding of family, school, and community resources and supports.		4C	Demonstrates an understanding of the social norms of individual cultures.	
STANDARD 2	SELF-MANAGEMENT – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.		STANDARD 5	SOCIAL MANAGEMENT – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.	
BENCHMARK 2A	Demonstrates the skills to manage and express one's emotions, thoughts, impulses, and stress in constructive ways.		BENCHMARK 5A	Demonstrates a range of communication and social skills to interact effectively with others.	
2B	Demonstrates constructive decision-making and problem solving skills.		5B	Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.	
			5C	Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.	
STANDARD 3	SELF-EFFICACY – Individual has the ability to motivate oneself, persevere, and see oneself as capable.		STANDARD 6	SOCIAL ENGAGEMENT – Individual has the ability to consider others and a desire to contribute to the well-being of school and community.	
BENCHMARK 3A	Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.		BENCHMARK 6A	Demonstrates a sense of social and community responsibility.	
3B	Demonstrates problem-solving skills to engage responsibly in a variety of situations.		6B	Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.	
3C	Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.		6C	Demonstrates effective strategies to contribute productively to one's school, workplace, and community.	

Washington State SEL Standards

People make
Choices...

Facing History & Ourselves

..Choices
Make History

Non-profit international educational
professional development organization

MISSION: *Engage students of diverse backgrounds in an examination of racism, prejudice, & antisemitism in order to promote the development of a more humane and informed citizenry*

History



“History is about Relationships”

Identity & Community: An Introduction to 6th Grade Social Studies

WHY?

Central themes in the minds of adolescents



identity

1st half of unit: Breaking down stereotypes, building relationships

2nd half of unit: Being a part of a community

Students have deeper understanding of historical moments when moments are connected to universal themes that resonate with students lives:

“How does our perspective shape the way we view others?”

&

“What does it mean to be a member of a community?”



Support growth as citizens and as students of S.S

Supports & Challenges students to see themselves as unique individuals with a desire to belong.

“Through open dialogue and thoughtful engagement with peers, students develop a sense of what it means to participate in a democratic society”

Methods

How the Unit works

- 10 Lessons
- Divided into two sections
- Implemented in 50 minute class periods
- Several week unit
- Journals Reflections



- **Overview:** Rationale & description of lesson. Explains how lesson content connects to study of Social Studies
- **Learning Goals:** Help students master specific learning goals that promote learning in areas of reading, oral expression, & critical thinking
- **Materials:** graphic organizers, texts, images, & other suggested material to enhance student engagement and learning
- **Warm-up:** Prepares students to access material in lesson by activating prior knowledge, introducing vocab word, or provide the opportunity for personal connection to theme.
- **Main-Activity:** Built around a specific text or hands-on project. Introduces students to new concepts/ideas. Provides structure for ownership of material
- **Follow-through:** Deepens understanding. Requires students apply material in main activity to a new situation. Students might connect to their own lives, synthesize concepts, or develop own opinions.
- **Homework:** Evaluate learning goals or prepare students for next lesson.
- **Curriculum Connections:** Ideas about how to use the lessons' content or teaching strategy throughout the school year to help students better understand history.

Lesson 1

Who Am I?

Objectives: Students will be able to:

- Define the word identity
- Identify various factors that shape their identity

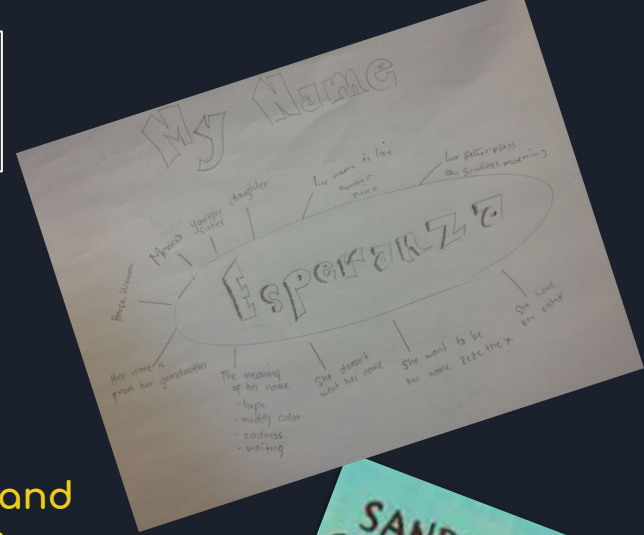
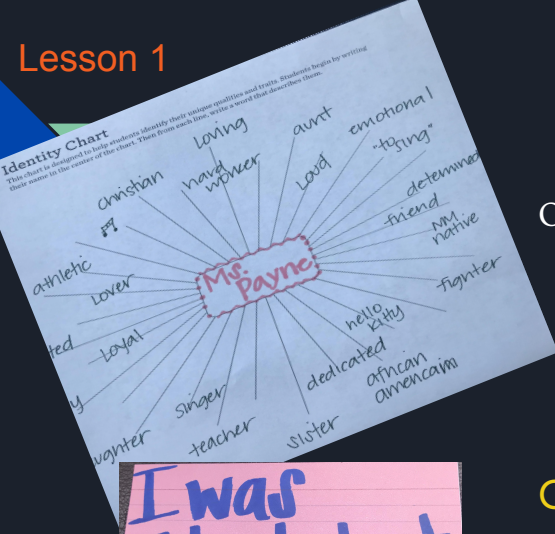
Questions that help students understand history, ourselves, and each other:

- How do we label ourselves and others?
- How are our identities influenced by how we think others see us?
- How do our identities inform our values, ideas, and actions?

Curriculum Connection: Students can create identity charts for historical figures, civilizations, and nation-states

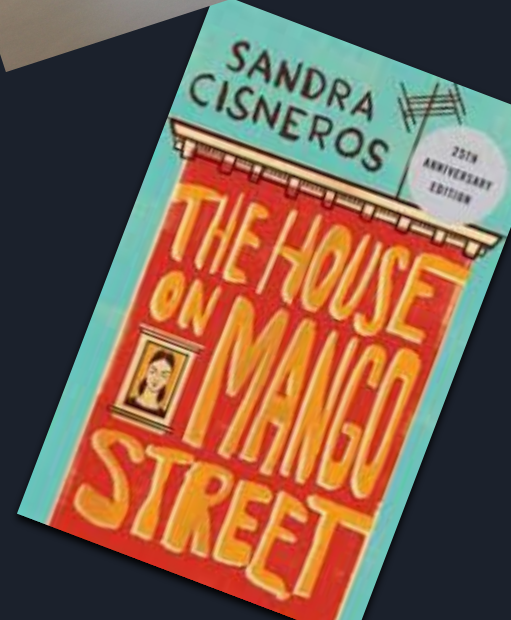
SELF AWARENESS

Benchmark 1B: Demonstrates knowledge of personal strengths,..., culture



I was
adopted at
8 years old

I am who I am.
Not who you think
I am. Not who you
want me to be.
I am me.
- Brigitte Nicole



memories are the
architecture of our identity

What Shapes Your Identity?

Lesson 2

Objectives: Students will:

Goal: Students will begin to understand the relationship between identity and personal experience

- Review and deepen their understanding of identity
- Be able to identify how their experiences have shaped their identity

Adjectives that you would use to describe yourself:

- Relationships in your life (e.g., friend, brother, daughter)
- Things you love
- Important memories
- Fears
- Accomplishments
- Hopes or wishes
- Home (location)

Curriculum Connection: Students can write bio poems for historical figures based on individual research or class material.

SELF AWARENESS

Benchmark 1B: Demonstrates knowledge of personal strengths,....

Shante' Michelle
Loud, Happy, Energetic, Athletic
Biological Daughter of Michelle Session and Joshua Yonkers
Daughter of Donna and Frank Payne
Who loves hot Cheetos and Ranch, the Dallas Cowboys, and Hello Kitty
Who feels a sense of peace when with family,
And who is scared of the dark and being lonely.
A first generation teacher and College graduate with a Master's Degree.
Who learned that family doesn't mean blood, but who accepts and loves you for you.
Who hopes to make a difference in her students' lives.
Session Payne

SOCIAL AWARENESS

Benchmark 4B: Demonstrates an awareness and respect for one's similarities and differences with others.

Lesson 3

How Do Others Define Your Identity?

Objectives: Students will:

- Be able to recognize how their own identity has been defined by others
- Begin to recognize the relationship between the individual and society

Class Discussion:

- How does the identity of the bear shift over time?
- What do you think has more bearing on identity- the labels we give ourselves or the labels others give us?

Curriculum Connection: Drawing is a literacy strategy that helps students comprehend and retain ideas from written text. This strategy can help students better understand historical texts, myths, or parables.

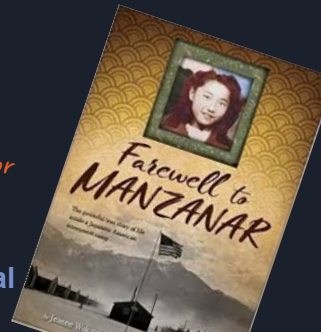
SELF AWARENESS

Benchmark 1C: Indicator: Recognize school and community influences on personal development

To understand others, don't
use your own perception. To
understand yourself, don't
use others' perceptions.
- Ray Quotable

Journal Entry:

- Identify a time when you have been labeled by others. How did it feel? How did you respond?
- Identify a time when you labeled someone else. Why did you do it? Why do you think we are quick to place labels on each others?



What Aspects of Our Identities Do We Show to Others?

Lesson 4

Objectives: Students will:

- Identify the aspects of their identities that they want to present to others and the aspects they want to conceal
- Be able to represent their identities visually through making a mask

How do you answer the question, "Who am I"?

- When you read this letter at the end of the school year, which aspects of your identity do you hope have stayed the same?
- What is one thing about yourself that you hope has changed by the end of the school year?
- What can you do to help make this change happen?

Goal: Students to synthesize their understanding of identity through the creation of mask.

Curriculum Connection: Students can study/research masks of different cultures. Students have discussion on the historical context of "We Wear the Mask"

SELF AWARENESS

Benchmark 1B: Indicator: Analyze... Apply self-reflection techniques to recognize knowledge of themselves



We Wear the Mask
Paul Laurence Dunbar (1896)

We wear the mask that grins and lies,
It hides our cheeks and shades our eyes,—
This debt we pay to human guile:
With torn and bleeding hearts we smile,
And mouth with myriad subtleties.
Why should the world be over-wise,
In counting all our tears and sighs?
Nay, let them only see us, while
We wear the mask.
We smile, but, O great Christ, our cries
To thee from tortured souls arise.
We sing, but oh the clay is vile,
Beneath our feet, and long the mile;
But let the world think otherwise,
But let the world think otherwise,
But let the world think otherwise,
We wear the mask!

GLOSSARY
Grins: joyful, happy
Mouth: many
Subtleties: meanings can be meanings that are difficult to define
Vile: gross, immoral

Lesson 5

Who Are We?

Objectives: Students will:

- Learn about the qualities that make their classmates unique as well as the qualities they have in common
- Be able to describe the identity of their Social Studies class.

Goal: For students to balance the desire to organize people into categories with the recognition that we are all unique individuals.



It's important that we share our experiences with other people. Your story will heal you and your story will heal somebody else. When you tell your story, you free yourself and give other people permission to acknowledge their own story.

Jyoti Vardani

quodaforsy

Curriculum Connection: Gallery walks can be an effective teaching strategy to use throughout teaching social studies. You can have student create pieces that become part of an exhibit about a particular culture or time period.

SOCIAL AWARENESS

Benchmark 4B: Demonstrates an awareness and respect for one's similarities and differences with others.

Lesson 6

What is the difference between a group and a community?

What is Community?

com·mu·ni·ty
kə'myoʊnədē/
noun

A community is a group of people with shared values, behaviors and artifacts.

Four Corner Prompts:

- Communities should only include people who are friends and who like each other.
- Unlike Goldsmith, I believe that communities are sometimes made up of people who are not working toward a common goal.
- Members of a community feel responsible to one another
- A community has certain rules about membership. Not everyone can elong; some people must be excluded in order for a community to exist.

Communities are not built of friends, or of groups of people with similar styles and tastes, or even of people who like and understand each other. They are built of people who feel they are part of something that is bigger than themselves: a shared goal or enterprise, like righting a wrong, or building a road, or raising children, or living honorably, or worshipping a god. To build community requires only the ability to see value in others: to look at them and see a potential partner in one's enterprise. - Suzanne Goldsmith

topfamousquotes.com

By understanding the classroom is a community → students then have a responsibility not only for their own learning but for nurturing the learning of their classmates.

SOCIAL ENGAGEMENT

Individual has the ability to consider others and a desire to contribute to the well-being of school and community. Benchmark 6A

Objectives: Students will:

- Distinguish between a community and a group
- Be able to define the word community.
- Identify what makes their classroom a community.

Key points:

- People can be called a group, not all groups could be called communities
- Members of community typically feel a sense of responsibility to one another



Lesson 7

What Makes Spokane a Community?

"Spokane is..."

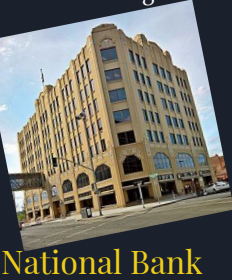
Objectives: Students will:

- Be able to describe Spokane
- Identify factors that shape the identity of a community/society.
- Begin to understand the concept of society.

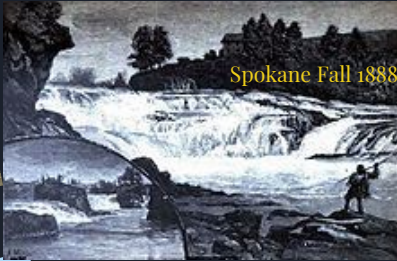
Purpose: Help students connect what they know about Spokane to the concept of community

Elements of a Society

- Geography
- Government
- Religion/Values
- Economics/Trade
- Arts/Entertainment
- Education
- Science/Technology
- Social Structure



National Bank



Spokane Fall 1888



Bloomsday Race



Hoopfest



Riverfront Park

Curriculum Connection: Placing items, images, or words in categories to organize information is a critical thinking skill for social study students. Making sure to have the elements that make up a society so students can use when describing and analyzing societies.

SOCIAL ENGAGEMENT

Individual has the ability to consider others and a desire to contribute to the well-being of school and community.

Fox Theatre

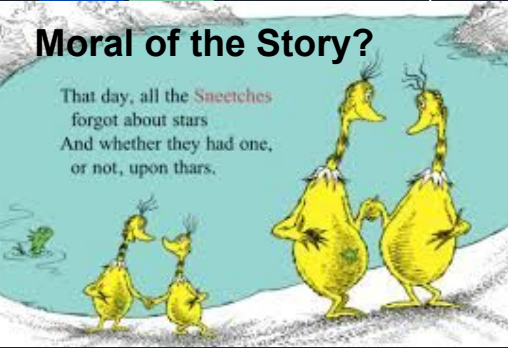
What is the difference
between "We" and "They"?

How Do Communities Define We & They?

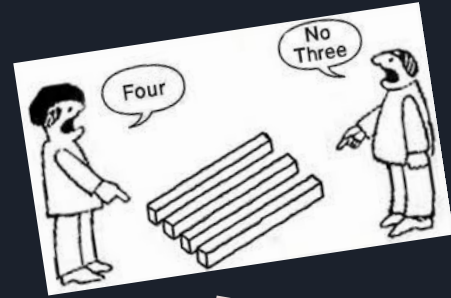
Focus: How we categorize people within our communities as well as how we place labels on members of other communities.

Moral of the Story?

That day, all the Sneetches
forgot about stars
And whether they had one,
or not, upon thars.



Curriculum Connection: When studying societies throughout the course, students can compare the societies to the Sneetches. Students can identify the communities that act like the star-bellied Sneetches and those that are like the plain-bellied Sneetches.



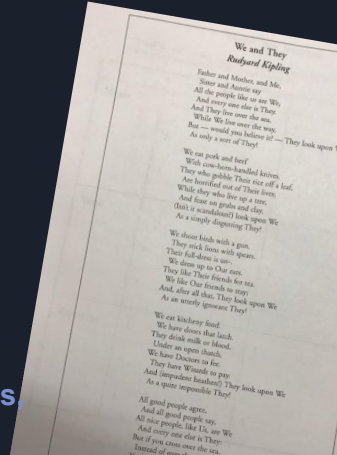
Objectives: Students will:

- Understand the relationship between membership and community.
- Identify ways in which communities define membership.
- Be able to define the word perspective.
- Consider how membership in a particular group can influence how people view those outside of that group
- Be able to identify examples of we and they distinctions in their own lives. .

*"But if you cross over the sea,
Instead of over they way,
You may end by (think of it!) looking on We
As only a sort of They!"*

SOCIAL AWARENESS

Benchmark 4A: Demonstrates awareness of other people's emotions, PERSPECTIVES, cultures, language, history, identity, and ability



Lesson 9

What Does it Mean to Belong?

Objectives: Students will:

- Identify a range of responses individuals have at their disposal when reacting to exclusion, discrimination, and injustice.
- Be able to define: bystander, perpetrator, victim, and upstander.
- Understand the terms: belonging & conformity

Reflection: “Why do you think people do nothing even when they know something happening around them is wrong?”

Curriculum Connection: Introducing students to terms like bystander, upstander, perpetrator, and victim, helps them understand and interpret events in world history like the trial of Socrates or the Spanish invasion of the Mayan Empire.

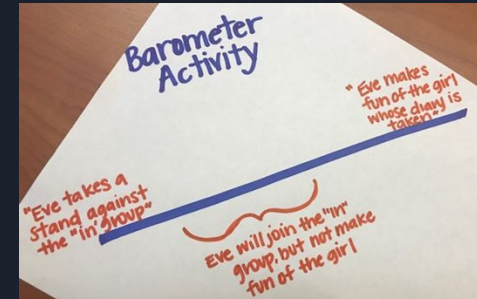
SOCIAL AWARENESS

Benchmark 4A: Demonstrates awareness of other people's emotions, perspectives, cultures, language, history, identity, and ability



“Often being accepted by others is more satisfying than being accepted by oneself, even though the satisfaction does not last. Too often our actions are determined by the moment.”

“Differences between us did not cause hatred; hatred caused differences between us?”



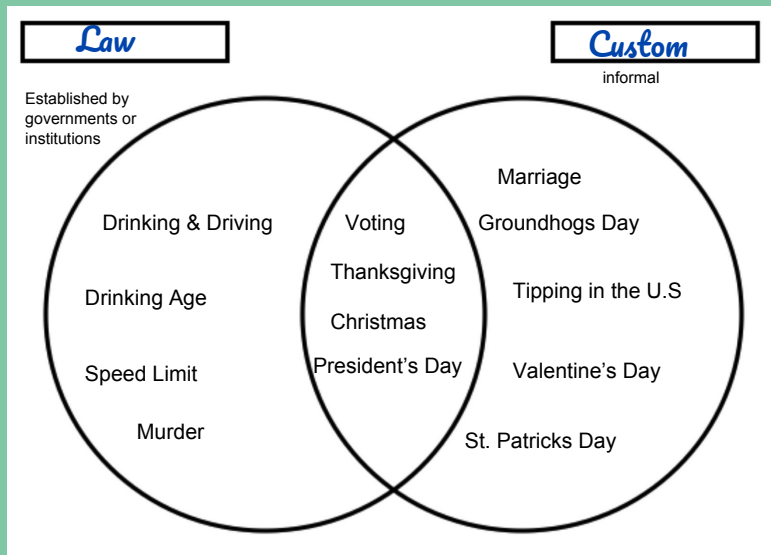


How Do Rules & Traditions Shape Communities?



Objectives: Students will:

- Develop an understanding of the relationship among laws, customs, and community cohesion.
- Be able to define: rule, law, contract, and custom.

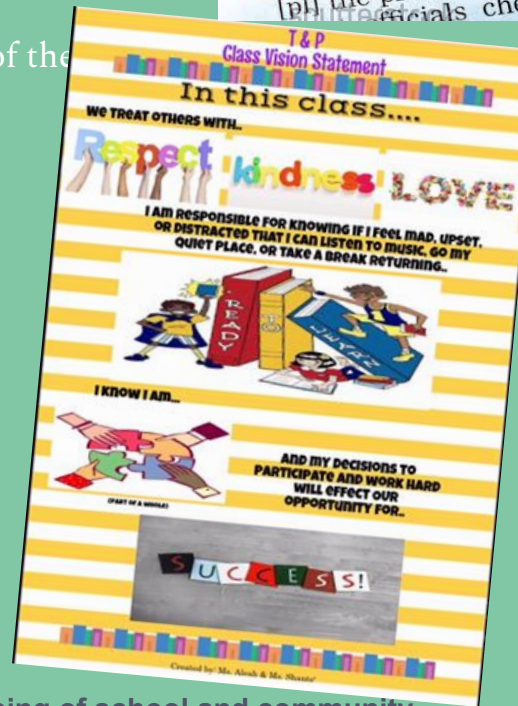


Curriculum Connection: Students can compare their class contract to the legal codes of societies. Students can also analyze the norms of other societies by using the same three factors: purpose, rules, and consequences

SOCIAL ENGAGEMENT

Benchmark 1B: Individual has the ability to consider others and a desire to contribute to the well being of school and community.

Benchmark 6A: Demonstrates a sense of social and community responsibility





Individual



Community

- Gives opportunity for learning open discussion skills
- Helps students build a tolerance for people of different backgrounds
- The studying of other civilizations won't seem so abstract
- Opportunity for Reflection
- Opportunity to take information home
- Skills that can be used in other classes/ out in society
- Curriculum Connections: Don't want SEL taught in isolation

KNOWING OTHERS IS
INTELLIGENCE; KNOWING
YOURSELF IS TRUE WISDOM.
MASTERING OTHERS
IS STRENGTH;
MASTERING YOURSELF
IS TRUE POWER.
HFLYRINZ.COM

“Taking the time to build
community, to get to know
your people will have
long-lasting benefits.”
— CLIFTON TAULBERT —

Why This Unit?

“We know from human history and the latest learning science that success comes from the combination of academic knowledge and the ability to work with others. We need public education to reflect this.”

– Aspen Institute President and CEO,
WALTER ISAACSON



“Social and emotional competencies aren't 'soft skills.' They are fundamental and essential skills. They are the foundation for all the other skills. If we want a tolerant society, a compassionate society . . . We need to teach the skills that create that society -- the social and emotional.”

~Congressman Tim Ryan, Ohio's 13th
District.